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AUTHOR Talbert, Joan E.
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ABSTRACT

This study was designed to examine the school's role as a context of professional community for secondary school teachers. The literature suggests that conditions of shared goals, coherent instructional plans and curriculum, and collaboration within a faculty is largely a matter of effective site management. This paper questions the top down view and assesses ways in which conditions of high school teaching jobs support subcommunities of teachers within the typical high school. Teachers located in 16 high schools in California and Michigan were surveyed and 3 dimensions of professional community were analyzed: (1) common educational goal priorities; (2) shared conceptions of teaching; and (3) collegiality. The analyses provide some insights into questions of job conditions that interfere with cohesive schoolwide communities and potential for enhanced teacher support and leadership in the specialized contexts of typical high schools. Attention to the variety of contexts and dimensions of professional community is important at a time when school restructuring, including increased teacher control of school operations, is a primary strategy for educational reform. (LL)

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Center for Research on the Context of Secondary Teaching
School of Education, CERAS Building, Stanford University, Stanford, CA 94305-3084

BOUNDARIES OF TEACHERS' PROFESSIONAL COMMUNITIES IN U.S. HIGH SCHOOLS

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Joan E. Talbert

Stanford University

April 1991

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DRAFT: Comments are welcome; please do not quote without permission.

Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1991.

Research for the paper was conducted under the auspices of the Center for Research on the Context of Secondary School Teaching at Stanford University with funding from the Office of Educational Research and Improvement, US Department of Education, Cooperative Agreement #OERI-G0087C235. I am grateful to Marian Eaton, Michele Ennis, Rebecca Perry, and Christina Shu-er Tsai for assisting in data preparation and analysis, to the teachers in sixteen CRC high schools for sharing thoughts about their worklives, and to the many CRC research colleagues who helped shape the issues and data base for this paper.

Introduction

Much of the literature on productive "school community" suggests that the desirable conditions of shared goals, coherent instructional plans and curriculum, and collaboration within a faculty is largely a matter of effective site management. This "top down" view of teachers' professional community assumes that the school administrative unit is the logical or appropriate boundary for assessing teacher community -- a school has more or less of "it." In this view, site administrators are to be congratulated or blamed for the extent of community they establish among teachers in a given school; and a premium is placed upon principal leadership and school "mission" in the school improvement literature.

This paper calls into question the school's primacy as a context of professional community for secondary school teachers. We assess the ways in which conditions of high school teaching jobs support subcommunities of teachers within the typical, comprehensive high school. Conceiving of teachers as professionals and high school teaching jobs as varied within and across schools, we take a bottom-up perspective on the problem of "professional community." From the teacher's perspective the boundaries of community are defined by the answers to such questions as: Who/where are the colleagues who share my sense of what should be taught and learned? Who understands my day-to-day teaching tasks? Who can support me in my work? Stated as

research questions:

o To what extent does the school function as a locus of professional community for high school teachers vs. other job contexts which may support subcommunities within the school -- such as subject matter, departments, and teacher track (or the track level of students taught)?

o For what aspects of professional community -- shared goals, shared conceptions of instructional tasks, collegial relationships -- does a particular context matter?

These questions are addressed with quantitative analysis of survey data so that patterns across a large number of teachers and schools can be assessed. The analysis is based upon two waves of survey data for teachers in 16 CRC high schools located in California and Michigan, as well as national survey data.[1]

I analyze three dimensions of professional community: common educational goal priorities; shared conceptions of teaching (content-as-given vs. constructed; importance of curriculum coverage; instruction as routine vs. nonroutine; accountability for student learning); and collegiality (a general index of collegial rapport and support).

Attention to the variety of contexts and dimensions of high school teachers' professional community is important at a time

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[1] I use teacher survey data from the Administrator and Teacher Survey (ATS) conducted in 1983-84 in a representative sample of schools that participated in the High School & Beyond program. The CRC surveys have replicated items from the ATS Teacher Questionnaire to provide a linkage between the national sample and data and our field-based research.

when school restructuring -- including increased teacher control of school operations -- is a primary strategy for educational reform. More than ever before, high school teachers and policy makers need to understand how conditions within the "micro" contexts of high school teachers' jobs within large comprehensive high schools affect their instructional goals, conceptions of effective practice, and readiness to support and benefit from colleagues. By definition, restructuring efforts need to recognize how specific school contexts (boundaries or structures of teachers' jobs) affect teachers' work, and so, where and how to restructure teachers' work environments. The quantitative analyses summarized in this paper provide some handles on questions of job conditions that interfere with cohesive school-wide communities and potentials for enhanced teacher support and leadership in the specialized contexts of typical U.S. high schools.

Contexts for Professional Community

Since the literature on school community has emphasized the notion of teachers' shared mission, or consensus on educational goals/priorities, we have tried to get an empirical handle on the prevalence of schools with distinctive missions. Both our field-based data for a diverse school sample of public and independent schools and the national survey data indicate that a school-wide

mission is quite rare among U.S. high schools and thus not a numerically important source of professional community for high school teachers.

Our findings of substantial goal dissensus among teachers within most high school faculties prompt us to look for internal school boundaries of professional community. While the CRC is researching contexts for professional community that extend to the district and state levels and local professional networks of various kinds, this paper attends to internal school contexts for teacher rapport and collaboration. We consider department, subject (as a generic source of department differences), and teacher track as potential bases for professional community among teachers in U.S. high schools.

School-wide Goal Priorities

Public school teachers and administrators, as well as analysts of U.S. school organization (cf. Weick, 1976; Meyer and Rowan, 1978), recognize the enormous range of educational goals prized in our school system. The multiple goals for student development include: basic academic skills, good work habits, academic excellence or subject mastery, personal growth and self esteem, human relations skills, citzenship, occupational skills, and moral values. In U.S. high schools (unlike secondary schools in other nations), emphasis also is placed on athletics and particularly team sports -- providing a training ground for college and, ultimately, professional sports. In short, our

country expects the best of many endeavors for our students, teachers, and schools.

Goal diversity in U.S. education provides legitimate alternative priorities for teachers' work with young people, as well as leverage for specialized programs and curricula. In general, this condition undermines a sense of shared mission among U.S. teachers at any level or unit within the educational system, since teachers may disagree on instructional priorities and/or may have specialized jobs linked to one or another educational goal. Teachers' passions and instructional choices may be captured by any one of the broad educational goals; and when teachers in the same faculty march to different drummers, they may become distant colleagues if not antagonists. On the other hand, multiple goals for U.S. education provide opportunities for schools to establish specialized missions that accommodate goal preferences of parents or local communities, needs of particular students, and professional values of teachers and school administrators. Schools with clear goal priorities, whether established as an official mission or as operating policy, could thus be contexts for strong professional community among teachers.

While shared goal priorities is only one dimension of professional community among teachers, we regard this as both a source and necessary condition of school-wide community. CRC and national survey data on teachers' goal priorities within schools thus provide a useful handle on the prevalence of school as a

context for high school teachers' professional community. Combining individual teachers' priority rankings for eight broad educational goals, we developed a "goal profile" for each CRC school which shows the average ranking for each goal. We also computed average priority rankings for public schools in the national ATS sample and, in turn, a profile for "the average U.S. public high school." We then considered goal profiles for CRC faculties in relation to the national yardstick to define a subset of our field sites that represent deviant profiles and thus professional communities with a distinct school mission.

Figure 1 shows the yardstick profile for teachers within the average U.S. high school and the two types of schools in the CRC sample that represent distinctive departures from this profile and relative consensus within the faculty. (See Talbert et al., 1989 for a full report on this analysis and graphic displays of goal profiles for other CRC school faculties.)

[Figure 1 here]

The distinctive, school-wide professional communities represented among our 16 field sites are: the "academic elite" school type, in which teachers place highest priority on the goal of academic excellence, and the "alternative" school type, in which teachers place highest priority on both personal growth and human relations skills. The former profile reflects the priorities of teachers in an academically selective independent

school, which is replicated by only 1 % of U.S. public high schools according to our estimate with ATS data. The second profile reflects the priorities of teachers in two very small schools for students unsuccessful in traditional high schools -- an alternative public school in Michigan and a California independent school; an estimated 3% of U.S. high schools show a similar high emphasis on students' personal and social skills.

Most noteworthy is the flat goal profile and basic skills priorities for the average high school. The "average U.S. high school" profile of faculty goals is reproduced fairly closely by average teacher goal priorities in the 13 "non-mission" CRC public and independent schools. This profile indicates that high school faculties somehow collectively balance alternative goal priorities, at least among the top four goal domains (basic skills, work habits, academic excellence, personal growth). They appear to do this through substantial disagreement (within the same school) over the importance of particular goals, as evidenced statistically by large standard deviations for each goal's ranking within a faculty.

Considerable dissensus within a faculty over instructional priorities is illustrated by data for one of our typical, middle class comprehensive urban high schools. In Onyx Ridge, 20% of the faculty ranked "academic excellence" as their top priority, while 20% ranked this educational goal as one of their two lowest priorities out of the eight goals ranked. The school's overall goal profile doesn't capture this dissensus within the faculty.

While such goal dissensus appears not to generate conflict or major schisms within a faculty, it is likely to undermine teachers' sense of a school-wide community. After a faculty feedback session at Onyx Ridge, a teacher exclaimed to the principal: "We should have been talking about this [faculty dissensus on goal priorities] 5 years ago!" This teacher referred to an undercurrent of disagreement among teachers in the school over how to accommodate an increasing proportions of bused students and implied that dialogue and debate over goal dissensus is productive for professional community. Implicitly, he argued for the legitimacy of goal divergence within a high school faculty.

Alternative Sources of Professional Communities

The notion pursued in CRC research of embedded contexts of teaching looks to the "micro contexts" of high school subjects and teaching assignments, as well as to the broader system and cultural contexts of schools, for significant effects on teachers' goal priorities and professional communities. To interpret the Onyx Ridge data on teachers' goal dissensus, we and the faculty hypothesized internal context effects on instructional goals. One teacher guessed that the gap fell between "academic" and "nonacademic" teachers: subject area should matter, she hypothesized. Another suggested that it depends on the students you teach: teachers of low-level classes

have goals different from high track teachers. Another hypothesized source of different professional communities within a high school is the subject department.

Our line of analysis on goal priorities -- including discussions with faculties about sources of consensus and dissensus in their goal priorities and interviews with individual teachers about their instructional goals -- has pointed us toward sources of subcommunities within high schools. Figure 2 summarizes hypothesized organizational bases of professional community among secondary school teachers -- juxtaposing "school mission" with internal-school dimensions of teachers' work and potential bases of professional community: subject matter, department qua collegial unit, teacher track or homogeneous course assignments. Each of the within-school contexts of high school teaching could shape a teacher's educational goals and values, task conceptions, and interactions with colleagues and thus could serve as the basis for professional community among teachers in the same situation.

[Figure 2 here]

Arguments about subject effects on professional communities emphasize subject differences in certainty about content for high school instruction on one hand, and models of pedagogy on the other hand. For example, mathematics is regarded as relatively high on certainty of course content and on routine, transmission-

oriented pedagogical models (see Stodolsky in McLaughlin and Talbert, in progress). Subject-specific task conceptions and goals are an important source of both dissensus in school faculties and cohesion in subject area departments, particularly when the full range of high school subjects and teacher specialists are considered.

Department boundaries of professional community in high schools derive only in part from teachers' subject specialization and rapport based in shared subject cultures. While high school departments can function as "vessels" of subject culture-in-action, they can also be analyzed as administative units whose policies support or undermine teacher community, and/or as small social systems of teachers with more or less collegial norms (see Siskin, 1991).

The phenomenon of teacher tracking, a practice in some departments or schools of assigning particular teachers to nmainly high-level or mainly low-level classes, has been analyzed as a source of inequality and dissensus within departments and schools (cf., Finley, 1982; Talbert with Ennis, 1990). Prior research has not considered teacher tracking as a basis of subcommunities within the high school -- yet it is possible that teacher tracks represent a context for shared goals, instructional tasks and choices, and interaction about specific students.

Job Contours of Teachers' Professional Communities

The remainder of this paper provides a quantitative look at the within-school (vs. school) context boundaries of "typical" high school teachers' professional community, in terms of dimensions highlighted in Figure 2. Case studies of CRC schools illustrate different boundaries of teacher subcommunities -- specifically department and teacher track -- and their significance within particular school contexts.

Analysis of Variance in Professional Community Dimensions

This analysis assesses the statistical significance of school, subject, track, department (within a school), and track within a school as "explanations" of teacher dissensus (variance) on professional community variables and thus as boundaries of subcommunities within high schools. The analysis is limited to 248 teachers of English, social studies, math, and science in eight "typical" CRC public high schools. Selected schools exclude "mission" schools, other independent schools, and schools for which the criterion of at least 5 teachers in three of the four subject departments was not satisfied. Selection of only teachers in the core academic subjects was dictated by the class-level data that were used to construct the teacher track measures.

Measures. Three broad dimensions of professional community are included in this analysis: goal priorities, task conceptions,

and collegiality. In addition to teachers' priorities for basics vs. academic excellence vs. personal growth and human relations skills -- per the between-school analysis reported above -- we include teachers' reported emphasis on students' problem-solving skills among the indicators of goal priorities. Measures of teachers' task conceptions are based on responses to single items about norms governing their work: extent that course content is standard, importance of covering course curriculum, routineness of instruction, and extent one is judged on the basis of student achievement. Collegiality is measured by an index of 5 items (25-point scale) that express a teacher's perceptions and experiences of shared goals, instructional support, and sociability within a faculty. (See Appendix for wording of survey items used in this analysis.)

In addition to the professional community dimensions, we include a measure of teacher learning or professional growth in this analysis, since it is the outcome of most interest in this line of research. The teacher learning measure is an index of 4 survey items (20 point scale) which asked teachers about their sense of improvement on specific dimensions of their teaching. (See Appendix for question wording.)

All types of contexts under consideration in this analysis were represented by sets of dummy variables. This strategy of measurement allows us to assess how much variance in our teacher community variables is associated with particular context boundaries, as opposed to variables that describe differences

among them. This strategy of measurement and analysis precedes specification of the variables within a particular context boundary, such as track or subject or department, that interpret the context effect. Accordingly, each teacher was coded as 1 (yes) or 0 (no) on all categories of: the school variable (categories for each of the eight schools for this analysis); the subject variable (categories of English, social studies, math, science); the track variable (categories of high track, middle track, low track, and mixed track); the department variable (categories representing all combinations of subject x school); and the track by school variable (categories representing all combinations of teacher track x school).

Analysis. The analysis defines a context effect as a statistically significant increment in explained variance with the addition of the dummy-variable set to a regression equation including other variable sets. Results reported here are based on a series of ten regression analyses for each measure of professional community: 1) school dummy variables, 2) subject dummy variables, 3) teacher track dummy variables, 4) school and subject variables, 5) school and track variables, 6) subject and track variables 7) school, subject and track variables, 8) department variables (school x subject), 9) track x school variables, and 10) track x subject variables.

Results are reported in terms of main effects, i.e., a context variable set that significantly explains a professional community variable even with controls for other variables and

that is sufficiently uniform across other contexts, and interaction effects or subunit effects. The latter kind of effect means that knowing the particular combination of contexts for teachers in this sample significantly helps to understand variation in professional community variables. For example, a department effect means that subject area and school interact to explain variance in, say, teachers' reports of collegiality and that this effect is not simply the combination of school and subject (main) effects. While the English department in one school may be particularly collegial, the English department in another school may be particularly low on collegiality; enough such differences with any subject across schools and between subjects within schools will yield a department effect.

Findings. Table 1 summarizes results of this analysis. For each dimension and measure of professional community, at least one internal school context proved significant for the 248 teachers in eight "typical", comprehensive high schools included in this analysis.

[Table 1 here]

These findings suggest that particular internal school contexts of high school teachers' jobs operate more or less as boundaries of professional communities. Our results give a much more fluid picture of the boundaries of professional community than often portrayed in educational research, particulary in the effective schools literatures.

The findings of alternative organizational sources of teachers' goals, task conceptions and collegiality (the "main effects" shown in Table 1) tell a story of competing bases for teacher subcommunities. Teacher track, or academic level of students taught, is an important basis for rapport among same-track teachers on educational priorities: high-track teachers place significantly more emphasis on academic excellence and students' problem-solving skills as educational goals. Subject matter differences, even among the four core academic subjects, appear to be an important source of differences in teachers' task conceptions: specifically, math teachers see their work as governed by standards of course content and mandates to cover course curriculum, and they construe classroom instruction as relatively routine. Finally, school differences in collegiality show up even in this subsample of typical comprehensive high schools that lack a school-wide mission, while teachers' experiences of being engaged in supportive collegial settings apparently do not differ systematically by track or by subject in these schools.

The "interaction effects" shown in Table 1 point to the existence of professional subcommunities within high schools that operate independently of the effects of subject cultures or teacher tracking per se on teachers' job experiences and attitudes. The CRC data show significant effects of high school departments on teachers' goal priorities, collegiality and reported professional growth. In addition, the interaction

effect of track and school on collegiality indicates that teacher tracking and assignment policies is a significant dimension of professional community in some high schools (CRC sites 03, 07, 12, 16) but not others.

Case studies of the school-specific department and track bases of teacher subcommunities help to illuminate the phenomenon of professional community and to define foci for future research and restructuring initiatives.

Case Examples of Subunit Effects

Oak Valley High School (CRC Site 10) provides a striking example of how high school departments can function as mini-organizations for teachers. As shown in Figure 3, teachers in this high school have radically different experiences of collegiality (shared goals, support, and sociability with other teachers in the school) depending upon the department in which they teach. While the overall school mean of teacher collegiality scores in the school is in the top quartile of the 1984 (ATS) national distribution of high schools on this measure, teachers in two of the departments (social studies and foreign languages) report levels of collegiality that fall within the bottom quartile of U.S. high schools.[2]

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[2] Four of the eight "typical" schools included in this analysis have at least one department with collegiality scores in the top quartile of the ATS school distribution and at least one department in the bottom quartile.

[Figure 3 here]

As indicated by network analysis of teacher interactions within Oak Valley, department boundaries are very important in defining the contexts of teachers' work in this school. On the whole, teachers' interaction with colleagues outside their subject area department is quite limited.[3] Salient problems in the social studies and language departments are poor leadership by the department chair and disputes over pedagogy, respectively; the English department, on the other hand, is lauded by most teachers in the school as a model of teacher collaboration and professional growth.

Onyx Ridge (CRC Site 07) illustrates the significance that teacher tracking can have in the professional community and subcommunities of a comprehensive high school. While department is also a context for differential collegiality in this school (specifically, years of weak chair leadership in the English department have created a pocket of non-collaborative teachers in the school), teacher track is an important dimension of professional community among Onyx Ridge teachers. High track teachers in Onyx Ridge have significantly higher scores than

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[3] In the 1990 CRC survey, teachers listed up to five colleagues with whom they discuss instructional matters. Overwhelmingly, Oak Valley teachers pointed to colleagues within their subject area departments. The proportions of all collegial bonds that are within subject are: 86% for foreign language teachers; 82% for science teachers; 87% for math teachers; 70% for social science teachers; and 62% for English teachers. These data indicate more closed department boundaries than shown in any of our other high schools.

their school colleagues on indices of job satisfaction or morale, policy influence, and teacher learning.

Qualitative interview data suggest that teachers' collective sense of excellence in this middle class urban high school (with a significant minority of poor, bused students) and of having been "hand picked" for the faculty support a logic of elitism in Onyx Ridge. By this logic, the best teachers are designated as teachers of high-track classes and, in turn, serve as leaders in the school. Thus, while high-track teachers appear to form a subcommunity within the school, a closer look at the data reveals that they are serving as resources for other teachers in the school and, thus, for overall levels of teacher community. This conclusion is based, in part, on teacher-reported network data that show quite limited contact among high track Onyx Ridge teachers in different departments and substantial linkages of these teachers with colleagues in their departments and elsewhere in the school. Thus it appears that Onyx Ridge is organized as a hierarchical professional community in which the teacher leaders are generally assigned to high-track classes in their subject area.

Implications for Research and Policy

Empirical evidence of substantial internal school differences in high school teachers' conceptions of their work and experiences of collegial support raises serious questions for

quantitative school effects research that continues to treat school as the central unit of analysis and to estimate "main effects" of school variables on teacher or student outcomes. Multi-level modeling of dimensions of teacher community, such as the work being conducted by Raudenbush and Rowan (cf. 1989) in the CRC, responds to some of these questions by explicitly recognizing sources of teacher variation alternative to the school and individual background variables. However, even this cutting-edge analysis strategy does not accommodate problems for quantitative research presented by unique patterns and logics of subunit differences shown by the CRC data.

In our view, researchers should take more seriously the unique and interactive conditions of teachers' work and experience of professional community across diverse U.S. high schools. As the restructuring era of educational reform moves to center stage, researchers can assist school faculties in analyzing particular strengths and weaknesses of the school and department professional communities they inhabit. CRC research findings and the methods we have developed to bridge national survey and field-based data point to a new, diagnostic role for organizational research in education.

Strategic planning and policies for improving high school teachers' collegial supports and professional development need to recognize internal structures that can define boundaries of teacher communities and their meanings in specific school contexts. We have found, for example, that student and teacher

tracking can mean radically different things for the quality of teaching and learning in classes of low-achieving students. A key factor in this equation is the commitment of teachers who work with difficult, low-achieving classes to their assignments and their access to collegial, administrative, and material support for their work.

Our research has taught us that schools, subject departments within them, and teachers working with different student achievement groups can have distinct cultures and practices that challenge the wisdom of general strategies for restructuring schools. For example, a blanket policy to eradicate student tracking in secondary schools might promote, on average, more cohesive department and school communities; however, it could well undermine productive professional communities in settings where teachers of low-track classes collaborate to promote their students' success. The irony of the "efficient" policy strategies based on aggregate research findings is that they are highly inefficient from a local practicioner perspective. Our data urge educational administrators and policy makers to adapt restructuring goals and plans to fit the particular contours and cultures of teachers' worklives. This strategy, by implication, will engage existing communities of teachers in change processes that they collectively recognize as meaningful and productive.

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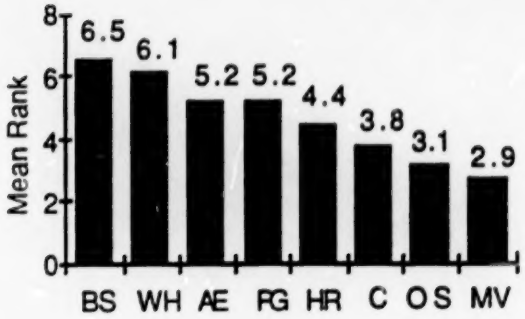
FIGURE 1

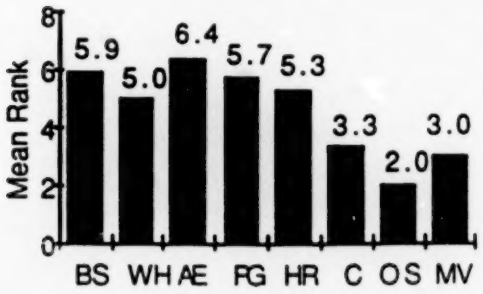
SCHOOL TYPES BY GOAL PROFILE

U. S. average: public high schools

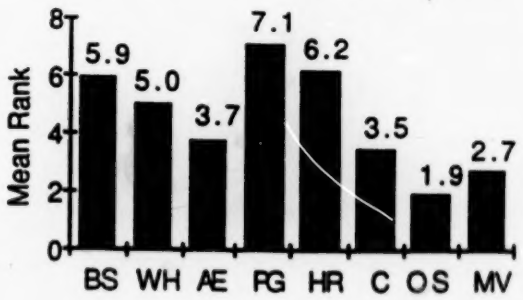


CRC Field Sites

Elite academic high school



Alternative high schools



BS = Basic Skills
WH= Good Work Habits
AE = Academic Excellence
PG = Personal Growth
HR = Human Relations Skills
C = Citizenship
O S = Specific Occupational Skills
MV = Moral or Religious Values

FIGURE 2

SOURCES OF PROFESSIONAL COMMUNITIES IN AMERICAN HIGH SCHOOLS:
LINES OF CRC RESEARCH

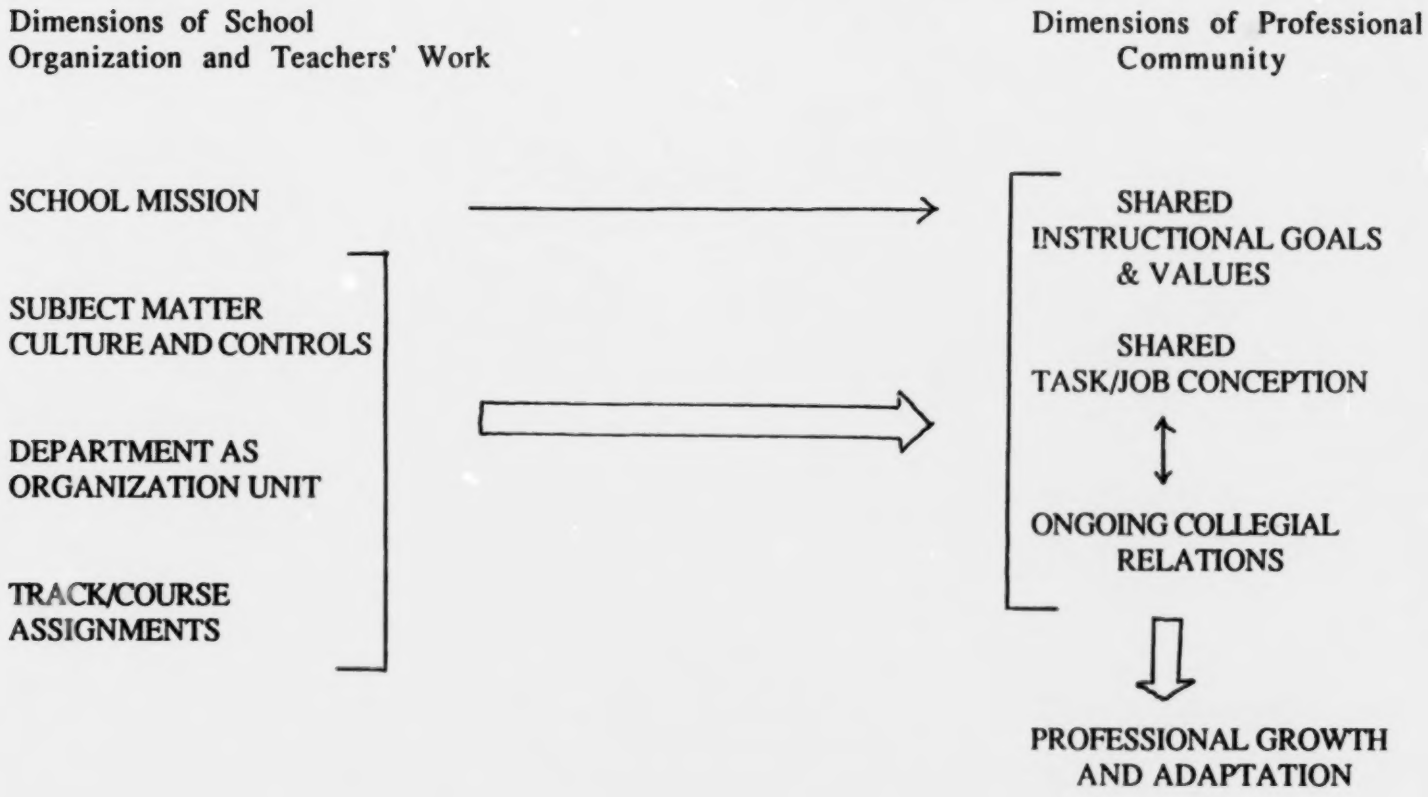


TABLE 1

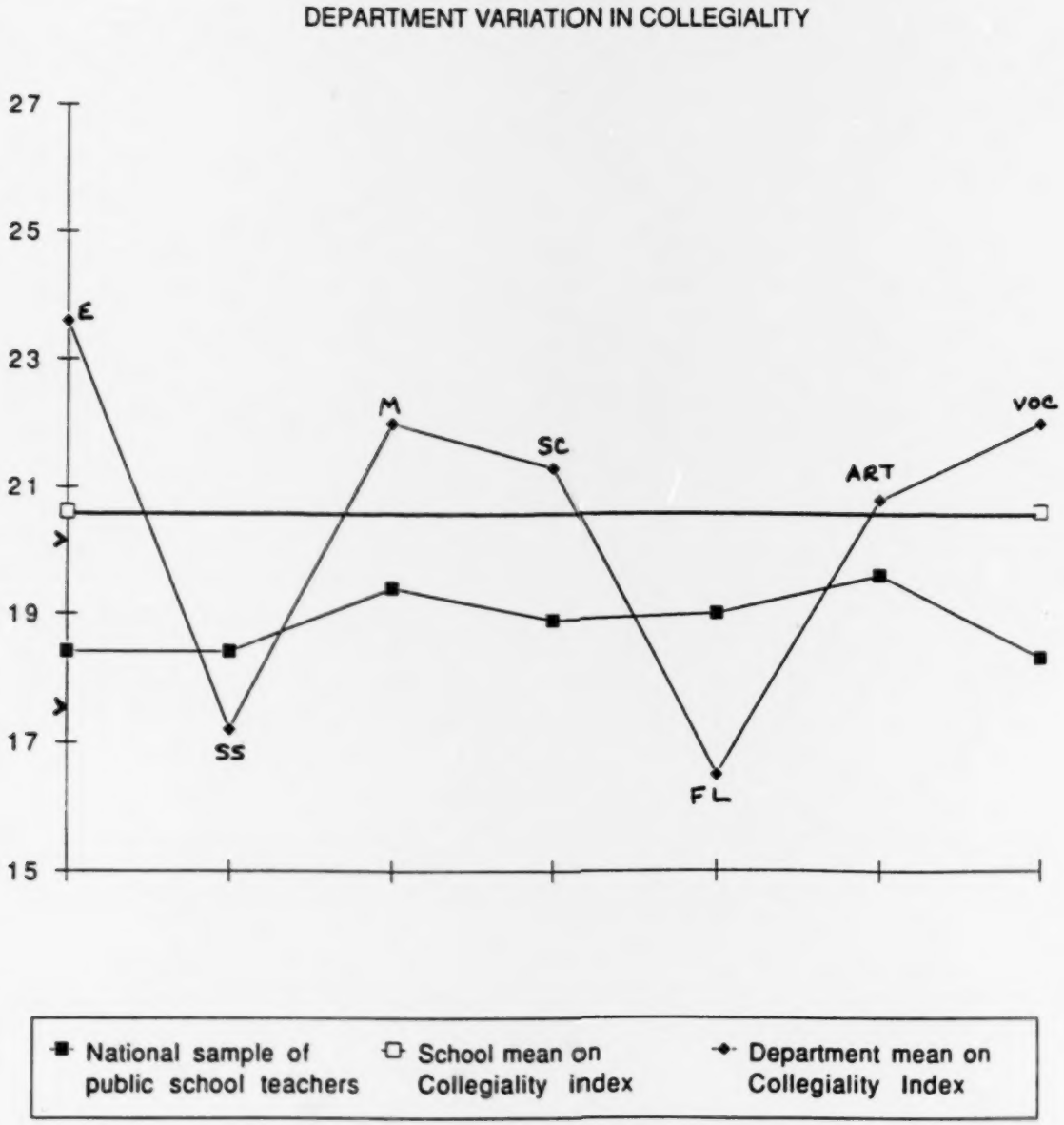
Organizational Boundaries of Professional Communities:
Analysis of Variance for Dimensions of Professional Community
--Summary Findings*

Professional Community Dimension	Main Effect	Interaction Effect (Subunit Effect)
Shared Goals		
Priorities (basics vs. academic excellence vs. personal growth)	Track	Department (Subject x School)
Emphasis on students' problem solving skills	Track	------
Shared Task Conceptions		
Content (standard)	Subject	------
Coverage Emphasis	Subject, Track	------
Instruction (routine)	Subject	------
Outcomes (standard for teacher evaluation)	School, Subject, Track	------
Collegiality	School	Department (Subject x School) Track x School
Learning/Professional Growth	Track	Department (Subject x School)

*Results reported here are based on dummy-variable regression analyses in which each professional community variable was regressed on the set of dummy variables representing a particular organization unit. For example, for "Track" the dummy variables were: high track, low track, mixed track vs. other. Ten separate regression analyses--all possible combinations of units--were conducted for each variable and the R^2 and increments in R^2 were tested for statistical significance.

FIGURE 3

A CASE EXAMPLE: CRC SITE 10



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APPENDIX

SURVEY MEASURES OF PROFESSIONAL COMMUNITY DIMENSIONS

Survey items used to construct each scale analyzed in this paper are listed according to item numbers in the CRC 1990 Teacher Questionnaire. For those measures that replicate items used in the 1984 ATS national survey (part of the High School & Beyond Program conducted by the National Center for Educational Statistics), we include the ATS item number in parentheses.

Shared Goals (four 6-point scales)

CRC #7 (revised version of ATS item #7). Please indicate how much emphasis you place in your teaching on each of the following goals for students. (CIRCLE ONE FOR EACH GOAL)

a. Basic literacy skills (reading, math, writing, speaking)
b. Academic excellence, or mastery of the subject matter of the course
f. Personal growth and fulfillment (self esteem, personal efficacy, self knowledge)

CRC #17. Emphasis of students' problem solving skills: Please indicate the extent to which you agree or disagree with each of the following statements as descriptions of your teaching job and practices. (One of 13 statements)

1. I work to promote students' problem solving skills

Shared Task Conceptions (four 6-point scales)

CRC #17. Please indicate the extent to which you agree or disagree with each of the following statements as descriptions of your teaching job and practices.

a. If another teacher took over the courses I teach, the basic content would stay the same. (Standard Content)

f. It is important for me to cover the curriculum for my courses. (Coverage Emphasis)

e. In my job, I follow the same teaching routines every day. (Routine Instruction)

i. My colleagues judge the quality of my teaching on the basis of my students' achievment gains. (Outcome standards for teacher evaluation)

Collegiality (5-item scale: range 5-30)

CRC #12 (ATS #19). Using the scale provided, please indicate the extent to which you agree of disagree with each of the following statements:

a (d). You can count on most staff members to help out anywhere, anytime--even though it may not be part of their official assignment (6 points)

u (x). Teachers in this school are continually learning and seeking new ideas (6 points)

y (dd). There is a great deal of cooperative effort among staff members (6 points)

z (ee). Staff members maintain high standards (6 points)

bb (gg). This school seems like a big family, everyone is so close and cordial (6 points)

Teacher Learning (4-item scale; range 4-20)

CRC #3. Thinking back over the current school year, how much progress do you feel you have made in each of the following areas? (Circle one number on the scale for each area.)

a. Increasing my subject area knowledge (5 points)

b. Working with the students I teach (5 points)

c. Increasing skills in teaching my subject matter (5 points)

d. Assessing the quality of my teaching (5 points)